

Clinton Elementary

110 Clinton School Road
Lancaster, SC 29729

Grades	K-5 Elementary School	
Enrollment	393 Students	
Principal	Rachel Ray	803-285-5395
Superintendent	Patricia K. Burns	803-286-6972
Board Chair	Lisa T. Bridges	803-286-6972

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	53	40	2

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	Yes
2005	Average	Good	No

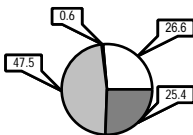
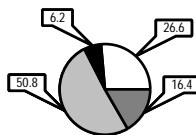
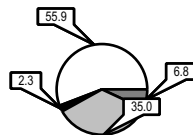
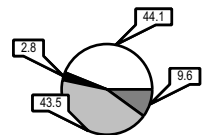
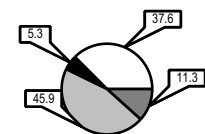
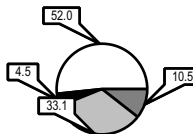
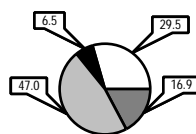
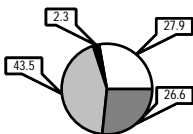
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	189	99.5	26.3	46.9	25.1	1.7	34.6	Yes	Yes
Gender									
Male	103	99.0	30.2	45.8	22.9	1.0	32.3		
Female	86	100.0	21.7	48.2	27.7	2.4	37.3		
Racial/Ethnic Group									
White	64	100.0	16.1	44.6	35.7	3.6	50.0	Yes	Yes
African American	124	99.2	31.1	47.5	20.5	0.8	27.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	143	100.0	26.8	49.3	23.2	0.7	31.9		
Disabled	46	97.8	24.4	39.0	31.7	4.9	43.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	189	99.5	26.3	46.9	25.1	1.7	34.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	189	99.5	26.3	46.9	25.1	1.7	34.6		
Socio-Economic Status									
Subsidized meals	151	99.3	27.7	51.8	19.1	1.4	29.1	No	Yes
Full-pay meals	38	100.0	21.1	28.9	47.4	2.6	55.3		

Mathematics – State Performance Objective = 36.7%									
All Students	189	99.5	26.3	50.3	16.2	7.3	36.9	Yes	Yes
Gender									
Male	103	99.0	27.1	53.1	11.5	8.3	34.4		
Female	86	100.0	25.3	47.0	21.7	6.0	39.8		
Racial/Ethnic Group									
White	64	100.0	16.1	44.6	25.0	14.3	48.2	Yes	Yes
African American	124	99.2	31.1	52.5	12.3	4.1	32.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	143	100.0	22.5	52.2	18.1	7.2	39.9		
Disabled	46	97.8	39.0	43.9	9.8	7.3	26.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	189	99.5	26.3	50.3	16.2	7.3	36.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	189	99.5	26.3	50.3	16.2	7.3	36.9		
Socio-Economic Status									
Subsidized meals	151	99.3	29.1	51.8	14.2	5.0	33.3	No	Yes
Full-pay meals	38	100.0	15.8	44.7	23.7	15.8	50.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	189	99.5	55.3	34.6	6.7	3.4	10.1
Gender							
Male	103	99.0	60.4	29.2	7.3	3.1	10.4
Female	86	100.0	49.4	41.0	6.0	3.6	9.6
Racial/Ethnic Group							
White	64	100.0	48.2	32.1	12.5	7.1	19.6
African American	124	99.2	59.0	35.2	4.1	1.6	5.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	143	100.0	49.3	39.9	8.0	2.9	10.9
Disabled	46	97.8	75.6	17.1	2.4	4.9	7.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	189	99.5	55.3	34.6	6.7	3.4	10.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	189	99.5	55.3	34.6	6.7	3.4	10.1
Socio-Economic Status							
Subsidized meals	151	99.3	60.3	32.6	5.7	1.4	7.1
Full-pay meals	38	100.0	36.8	42.1	10.5	10.5	21.1

Social Studies							
All Students	189	99.5	43.6	43.0	9.5	3.9	13.4
Gender							
Male	103	99.0	45.8	39.6	9.4	5.2	14.6
Female	86	100.0	41.0	47.0	9.6	2.4	12.0
Racial/Ethnic Group							
White	64	100.0	32.1	44.6	12.5	10.7	23.2
African American	124	99.2	48.4	42.6	8.2	0.8	9.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	143	100.0	39.1	46.4	10.9	3.6	14.5
Disabled	46	97.8	58.5	31.7	4.9	4.9	9.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	189	99.5	43.6	43.0	9.5	3.9	13.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	189	99.5	43.6	43.0	9.5	3.9	13.4
Socio-Economic Status							
Subsidized meals	151	99.3	48.2	42.6	7.1	2.1	9.2
Full-pay meals	38	100.0	26.3	44.7	18.4	10.5	28.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	84	100.0	28.4	43.2	27.2	1.2	28.4
	4	76	100.0	41.7	41.7	16.7	N/A	16.7
	5	83	100.0	32.5	51.9	14.3	1.3	15.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	52	100.0	22.9	39.6	37.5	0.0	37.5
	4	68	98.5	27.7	52.3	20.0	0.0	20.0
	5	69	100.0	28.1	48.4	21.9	1.6	23.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	84	100.0	44.4	45.7	8.6	1.2	9.9
	4	76	100.0	27.8	48.6	15.3	8.3	23.6
	5	83	100.0	27.3	46.8	11.7	14.3	26.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	52	100.0	33.3	56.3	10.4	0.0	10.4
	4	68	98.5	18.5	46.2	27.7	7.7	35.4
	5	69	100.0	29.7	51.6	9.4	9.4	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	52	100.0	58.3	41.7	0.0	0.0	0.0
	4	68	98.5	55.4	36.9	6.2	1.5	7.7
	5	69	100.0	54.7	28.1	12.5	4.7	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	52	100.0	39.6	58.3	0.0	2.1	2.1
	4	68	98.5	38.5	43.1	18.5	0.0	18.5
	5	69	100.0	53.1	32.8	7.8	6.3	14.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 393)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	8.7%	Down from 9.6%	3.7%	3.0%
Attendance rate	95.4%	No change	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.3%	Up from 11.5%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	13.3%	Up from 10.7%	3.6%	3.2%
Eligible for gifted and talented	2.5%	Down from 5.9%	7.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.9%	Up from 14.2%	8.6%	8.2%
Older than usual for grade	3.8%	Up from 2.8%	1.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	60.0%	Down from 65.8%	50.0%	52.6%
Continuing contract teachers	85.7%	Down from 94.7%	82.2%	83.3%
Highly qualified teachers	50.0%	Down from 88.9%	93.8%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.1%	Down from 92.3%	86.2%	87.0%
Teacher attendance rate	94.7%	Up from 90.9%	94.9%	95.0%
Average teacher salary	\$42,356	Up 0.2%	\$41,089	\$41,703
Prof. development days/teacher	7.9 days	Down from 9.3 days	12.9 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 16.3 to 1	17.8 to 1	18.8 to 1
Prime instructional time	88.7%	Up from 83.6%	89.7%	89.8%
Dollars spent per pupil*	\$7,203	Up 10.1%	\$6,593	\$6,242
Percent of expenditures for teacher salaries*	73.0%	Up from 72.5%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	87.3%	Up from 76.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	82.6%		89.4%	
Highly qualified teachers in high poverty schools	55.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		No	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Clinton Elementary continues to "reach for the stars!" Many new initiatives have been undertaken. We have seen tremendous gains throughout the 2004-2005 school year, and that, in part, is due to the strong combination of a modified calendar, a phonics based reading program and our mentoring program.

The past year for Clinton Elementary School has been a true reflection of how a group of individuals can come together as a team, develop a plan and then carry it out successfully. Parents, students, teachers, the community and other stakeholders helped to create Clinton's first modified school calendar. Clinton began last year informing all stakeholders of the plan that had been formulated to address the academic needs of our students. Groups of people helped to create and carry out the plan in close detail to ensure a victorious induction.

Clinton implemented a successful reading program called Open Court. Open Court Reading is a research-based curriculum grounded in systematic, explicit instruction of phonemic awareness, phonics and word knowledge, comprehension skills and strategies, inquiry skills and strategies, and writing and language arts skills and strategies. Our teachers and students love the program. When you have an entire school that believes in a certain approach and curriculum, it becomes a powerful system.

In addition to the district's general academic program, there are several areas in which we go beyond what is required by state standards. For example, we started a new mentoring program at Clinton Elementary called Adopt-a-Cub. Every student has a mentor. Students who participate in mentoring programs experience a number of positive benefits. Mentored youth have better attendance and better attitudes towards school. Taking part in a mentoring program promotes positive social attitudes and relationships. Because of the mentoring program, students have made great strides academically.

I want to thank all of the teachers, parents and students who rolled up their sleeves and worked tirelessly and creatively to help make this year a success. We must continue on this path. We have made such great progress.

Gwen Hinson, Principal

Brenda Thompson, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	58	37
Percent satisfied with learning environment	97.1%	84.2%	86.5%
Percent satisfied with social and physical environment	100.0%	91.2%	88.9%
Percent satisfied with school-home relations	51.5%	87.7%	64.9%

*Only students at the highest elementary school grade level at this school and their parents were included.